



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 2:

What are the different types of support available for children with SEND in our school?

At Ryhope Infant School Academy, we recognise that every child is unique. Children may experience barriers to learning for a range of reasons and may require different levels and types of support at different times.

We aim to identify needs as early as possible and provide support that is individualised, inclusive and based on the child's strengths and needs. A child does not need a formal diagnosis to receive support in school.

The support available in our school is based on the graduated approach outlined in the SEND Code of Practice. This follows a continuous cycle of:

Assess → Plan → Do → Review

This means that we identify and assess a child's needs, plan appropriate support, put this support into place and regularly review how well it is working. Parents and carers are involved throughout this process, and the views of the child are considered in an age-appropriate way.

Support may become more personalised or specialist if a child requires additional help to make progress.

Quality first teaching and inclusive classroom practice

The first level of support for all children is high-quality teaching within an inclusive classroom.

All teachers are responsible for ensuring that teaching is adapted to meet the needs of the children in their class. This may include:

- adapting teaching, activities and resources to meet individual needs
- providing additional modelling, repetition and opportunities to practise
- breaking learning into smaller, manageable steps
- using visual prompts, timetables and practical resources
- providing additional scaffolding and adult support where appropriate
- adapting the classroom environment to reduce barriers to learning
- using strategies to support attention, communication, language and understanding
- providing opportunities for overlearning and revisiting previous learning
- supporting children to develop independence and confidence
- making reasonable adjustments for children with disabilities.

These adaptations may be used for any child who needs them and do not necessarily mean that a child has been identified as having SEND.

Targeted support and small-group interventions

Some children may require additional support alongside high-quality classroom teaching.

This may include targeted work individually or in a small group to support a particular area of need. The type, frequency and duration of support will depend on the individual child.

Examples of targeted support may include:

- additional phonics or early reading support
- language and communication activities
- Early Talk Boost
- support with vocabulary and understanding
- early mathematics interventions
- fine and gross motor development activities
- sensory or physical support
- social communication and interaction support
- emotional literacy and wellbeing support

- interventions to develop attention, listening and engagement
- support to develop independence and self-regulation
- nurture or small-group social and emotional support.

The impact of any intervention is monitored and reviewed to ensure that it is helping the child to make progress.

SEND Support

Where a child has been identified as having special educational needs, they may be placed on SEND Support.

SEND Support is provided when a child requires provision that is additional to, or different from, that which is normally available through high-quality teaching and inclusive classroom practice.

Children receiving SEND Support will have their needs identified and their provision planned and reviewed through the Assess, Plan, Do, Review process.

Support may include:

- personalised targets or outcomes
- specific teaching strategies and adaptations
- targeted interventions
- additional adult support where appropriate
- specialist resources or equipment
- environmental adaptations
- advice and strategies from external professionals
- support for communication, cognition and learning, social, emotional and mental health, or sensory and/or physical needs.

The support provided will be based on the individual child's needs rather than a particular diagnosis or label.

Parents and carers will be involved in discussions about their child's needs, the support being provided and the progress their child is making.

Specialist advice and support

Where appropriate, the school may seek advice from, or work alongside, other professionals and specialist services.

Depending on a child's needs, this may include support or advice from services such as:

- educational psychology
- speech and language therapy
- autism outreach
- Healthy Heads/CAMHS
- occupational therapy or physiotherapy
- health professionals
- social care professionals
- emotional health and wellbeing services.

The involvement of external professionals will depend on the individual needs of the child. Their advice may be used to help school staff understand a child's needs and to develop appropriate strategies and provision.

Support for social, emotional and mental health needs

We recognise that some children may require additional support with their emotional wellbeing, relationships, behaviour, self-regulation or mental health.

Support may include:

- a consistent and predictable daily routine
- visual support and clear expectations
- trusted adults and regular check-ins
- support to recognise and communicate feelings
- regulation strategies and sensory support
- nurture-based approaches
- social skills and friendship support
- individual or small-group interventions
- personalised behaviour plans where appropriate.

We work to understand the reasons behind a child's behaviour and recognise that behaviour can be a form of communication.

Support for communication and interaction needs

Children with communication and interaction needs may receive support such as:

- visual timetables and visual prompts
- simplified or adapted language
- additional processing time
- structured routines

- communication boards, symbols or other visual communication systems where appropriate
- targeted language and communication activities
- support to develop attention, listening and interaction skills
- social communication interventions
- strategies recommended by speech and language therapists or other specialist professionals.

Support for cognition and learning needs

Children who experience difficulties with learning may receive support such as:

- learning broken into smaller steps
- additional repetition and overlearning
- practical and multi-sensory learning opportunities
- visual resources and concrete equipment
- pre-teaching and revisiting of key vocabulary and concepts
- additional phonics, reading, writing or mathematics support
- adapted tasks and resources
- targeted individual or small-group interventions.

Our aim is to provide children with the support they need while also helping them to become increasingly confident and independent learners.

Support for sensory and/or physical needs

Where a child has sensory or physical needs, reasonable adjustments and adaptations may be made to help them access the school environment and curriculum.

This may include:

- adaptations to the classroom or wider school environment
- specialist equipment or resources
- sensory strategies or planned sensory opportunities
- seating or positioning adaptations
- support with fine or gross motor development
- advice from specialist health professionals
- individual arrangements to ensure that children can participate fully in school life.

The Butterfly Group – a smaller learning environment

We recognise that, for some children, the busy and stimulating environment of a mainstream classroom can sometimes feel overwhelming. Some children may experience difficulties with noise, sensory stimulation, communication, attention, emotional regulation or managing the demands of a larger class environment.

For children who require a different approach, we offer access to our Butterfly Group, a smaller and more nurturing learning environment within our school.

The Butterfly Group provides a more personalised and structured approach for children whose needs mean that they may find it difficult to access learning successfully within the larger mainstream classroom environment.

Depending on individual need, the Butterfly Group may provide:

- a smaller learning environment with fewer children
- increased adult support and opportunities for interaction
- a calm, structured and predictable environment
- consistent routines and clear expectations
- visual timetables and other visual supports
- learning activities adapted and personalised to individual needs
- support with communication, language and interaction
- support to develop attention, engagement and independence
- opportunities to develop emotional regulation and self-regulation skills
- sensory strategies and planned opportunities for sensory regulation, where appropriate
- a curriculum and learning experiences adapted to meet individual starting points and developmental needs
- opportunities to participate in appropriate activities and experiences alongside their peers within the wider school community.

Placement within, and support provided through, the Butterfly Group is based on a careful consideration of a child's individual strengths, needs and barriers to learning. Decisions are made in partnership with parents and carers and are regularly reviewed to ensure that the provision continues to meet the child's needs.

The Butterfly Group is part of our inclusive mainstream provision. Our aim is not simply to provide a separate space, but to create the right learning environment and level of support to enable children to feel safe, understood and ready to learn.

For some children, the Butterfly Group may provide a longer-term specialist-style provision within our mainstream school. For others, it may provide a period of more intensive and personalised support while they develop the skills, confidence and independence needed to access learning in a wider classroom environment.

We recognise that every child's journey is different. The provision offered through the Butterfly Group is therefore flexible and personalised, with progress and outcomes reviewed regularly in partnership with parents, carers and relevant professionals.

Education, Health and Care Plans (EHCPs)

A small number of children with more complex or long-term special educational needs may have an Education, Health and Care Plan (EHCP).

An EHCP is a legal document which sets out a child's special educational needs and the provision required to meet those needs, as well as the outcomes that the child is working towards.

For children with an EHCP, the school will:

- provide the special educational provision set out in the plan
- work in partnership with parents, carers and relevant professionals
- monitor the child's progress towards their agreed outcomes
- review the EHCP at least annually
- involve the child and their family in the review process
- plan carefully for transitions between classes and into the next stage of education.

How do we decide what support a child needs?

The level and type of support provided will depend on the individual child.

When considering what support may be required, we will take account of:

- the child's strengths and interests
- the views and concerns of parents and carers
- the child's own views, wishes and feelings, where appropriate
- observations and assessments carried out in school
- the child's progress over time
- advice from relevant professionals
- any previous support and the impact it has had.

Support is regularly reviewed and may be increased, reduced or changed depending on the child's progress and changing needs.

Our commitment to inclusion

We are committed to ensuring that children with SEND are fully included in all aspects of school life wherever possible.

We aim to remove barriers to learning and participation so that every child can:

- feel safe, valued and included
- access a broad and balanced curriculum
- develop positive relationships
- make progress from their individual starting points
- develop confidence and independence
- participate in the wider life of the school.

We believe that the most effective support is support that is tailored to the individual child and regularly reviewed in partnership with families and, where appropriate, the child themselves.